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ABSTRACT

This report describes the implementation and evaluation of a 12-week oral vocabulary development curriculum for use with transitional first graders. The transitional first grade is a class between kindergarten and first grade to provide students with an extra year of academic instruction to learn the skills needed to enter first grade. A natural language approach was used to introduce 104 words to a class of 19 inner-city English-speaking, limited-English-proficient (LEP) Spanish-speaking, and bilingual Spanish-speaking students. The teacher presented daily 20-minute lessons. Pre- and post-implementation vocabulary ages were measured using the Peabody Picture Vocabulary Test-Revised (PPVT-R). Pretest vocabulary ages ranged from 2 years and 0 months to 5 years and 4 months. When compared to posttest scores, the students demonstrated an average vocabulary age gain of 11 months. Individual student improvement ranged from 3 to 22 months. A list of 25 references, an 8-item annotated bibliography, and the following teaching materials are appended: (1) a list of minimal reading skills required for promotion; (2) two sample lesson plans; (3) a 104-word vocabulary list; (4) a lesson schedule; and (5) six vocabulary review checklists. (FMW)

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ORAL VOCABULARY DEVELOPMENT PROGRAM

FOR A TRANSITIONAL FIRST GRADE PROGRAM

by

Jean A. Humlicek

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ABSTRACT

Oral Vocabulary Development Program for a Transitional First Grade Class.
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Descriptors: Bilingual Education/ Communication Skills/ Disadvantaged/ Inner City Prefirst Grade Students/ Elementary Education/ Language Skills/ Limited English Proficient/ Peabody Picture Vocabulary Test-Revised/ Prefirst Grade/ Vocabulary/ Vocabulary Development/

The purpose of the study was to improve the academic performance of transitional first grade students by developing the students' oral vocabularies. The researcher developed a 12 week vocabulary development curriculum; using a natural language approach 104 words were introduced. The classroom teacher presented the daily 20 minute lessons. Pre- and post-implementation vocabulary ages were measured with the Peabody Picture Vocabulary Test-Revised (PPVT-R). Pretest vocabulary ages ranged from two years and zero months to five years and four months. Final test results indicated the vocabulary ages of the 19 participating students increased an average of 11 months; individual student improvement spanned from three months to 22 months. The oral language patterns of the participating students were English, Spanish, and bilingual Spanish. The school facility is located in the inner city portion of a major southwestern U.S.A. city. The author recommends a similar program be implemented in

kindergartens and transitional first grades to attempt correlating vocabulary and chronological ages to give students the potential of grade level academic performance. (Appendices include vocabulary list and two sample lessons.)

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CHAPTER I

PURPOSE

The practicum was implemented in an inner city elementary school district in a major southwest city in the United States of America. In 1986-87 the school district had an enrollment of 7500 students among its 14 schools. The school district has experienced an enrollment recovery phase after undergoing a period in which enrollment dropped from 12,000 students in the early 1970's to 6,500 in the late 1970's. The enrollment now appears to have stabilized at 7500 students. The district's ethnic make-up is "66% Hispanic students, 14% Black students, 14% White students, 5% Native American students, and 1% Asian." (Halley, 1987, p. 4).

The target site for this study was a single school within the district, facilitating kindergarten through sixth grade students. The peak enrollment of the target school during the 1986-87 school year was 75% Hispanic students, 12% Anglo students, 6% Native American students, 5% Black students, and 2% Asian students. Spanish is the primary language of a majority of the Hispanic students. The pupil/teacher ratio (PTR) in the primary grades in 1986-87 was 26:1. In the fourth through the sixth grades the PTR was 28:1. In 1986-87 the student turnover rate was 75%. In other words,

75% of the students who enrolled at the target site during the 1986-87 school year, withdrew before completing the year. Eighty-five percent of the students who enrolled at the target school in 1986-87 qualified for the free lunch program. (P. A. Williams, personal communication, June 16, 1987). Family income must be at or below the poverty level for students to qualify for the free lunch program.

In 1985-86 the target school received recognition as one of the Ten A+ Elementary Schools in the state. The A+ Elementary School Recognition Program is a program developed at the state level by the Department of Education in response to the National School Recognition Program. The panel of judges chosen to select candidate schools for the A+ Schools is comprised of both educators and noneducators from urban and rural areas throughout the state. The final Ten A+ Schools are selected by the State Superintendent of Public Instruction from the candidate list. The target school ranked fifth of the ten identified A+ schools; it was the only inner city school on the A+ list for the 1985-86 school year. Specific qualities taken into consideration on the evaluation of the A+ schools are: The building principal demonstrates strong instructional leadership, the school

staff has high expectations of the student population, the staff believes every student can learn, and the campus provides a clean orderly environment.

The researcher is an employee of the school district where the practicum was implemented. Currently the researcher is a resource specialist for special education. The researcher's previous positions were speech/language teacher and a special education resource teacher for students with learning disabilities. The three positions provided opportunities for the researcher to teach and to observe students with backgrounds similar to those of the students enrolled at the target school. A majority of the students taught and observed by the researcher appeared to have restricted vocabularies in both the primary language and in English. An established oral language improvement program, which included vocabulary development, was not provided in the classrooms. A developed language improvement program was provided only in the Education Consolidation and Improvement Act of 1981 Chapter I classes, a federally funded program. Some students observed by the researcher in the past two years were students in transitional first grade classes, however, transitional first grade students do not qualify for the federally funded language development classes in the target district.

This study focused on a transitional first grade class at the target school. Students are placed in transitional first grade if at the conclusion of their kindergarten year they have not met the necessary criteria for promotion to the regular first grade program. Students placed in the transitional first grade class have usually mastered between 25% and 75% of the 23 Kindergarten Reading Skills Program Structure items (see Appendix A), and most often scored 70% or lower on the Brigance K & 1 Screen for Kindergarten and First Grade, (Brigance, 1982). The third criterion for placement in the transitional first grade is subjective rather than objective: It is the kindergarten teacher's judgment of the maturity level of those students who do not qualify for placement in the regular first grade according to the results of the Kindergarten Reading Skills Program Structure and the Brigance K & 1 Screen for Kindergarten and First Grade. If the kindergarten teacher is of the opinion a student appears to be extremely mature in comparison to his/her peers it is probable the student will be placed in the regular first grade rather than transitional first. Similarly, if a student seems extremely immature in comparison to his/her peers the student probably will repeat kindergarten instead of progressing to the transitional first grade class.

The transitional first grade is a class between kindergarten and first grade. Its purpose is to provide students an extra year of academic instruction to learn those skills necessary for entering first grade. The transitional first grade is part of a district wide kindergarten-third grade program to help reach a district goal of students performing at or above grade level. This program was implemented in the 1985-86 school year.

On the Brigance K & 1 Screen, 45 of the total 100 points require an oral response from the student. An additional 20 points can be earned by identifying a body part or executing a specific task after listening to an oral direction from the examiner. Thus, on this instrument, a minimum of 65 of the 100 points require a knowledge of the appropriate vocabulary. Kindergarten students must score above 70% on this instrument to be passed on to a first grade class. The 23 skills listed on the Kindergarten Reading Skills Program Structure (Appendix A) require students to understand (comprehend) the words in the oral directions. At least nine (39%) of the items on this criterion referenced instrument require the student to name a picture or a pictured object. Therefore, a majority of the items on these two instruments require a vocabulary level which these students have not mastered. Thus, promotion to the

grade is not recommended. The transitional first teachers do provide language development activities, and the language development activities do include vocabulary development. However, a structured language/vocabulary development program had not been developed. One of the four program goals for the 1986-87 school year addressed achieving "acceptable language fluency". The language fluency was measured by the ability of each student to retell a short story. (P. A. Williams, personal communication, June 16, 1987.) However, the vocabulary ages of the transitional first grade students are not measured.

The students in the transitional first grade class do not have all of the skills necessary for entering first grade. The 1985-86, 1986-87 coordinator of the district-wide kindergarten-third grade program identified oral vocabulary as a necessary skill for the targeted students to enter first grade. The exact vocabulary age/level of each student in the targeted transitional first grade class was unknown. Ideally, after completing a year of kindergarten instruction students should have oral vocabularies commensurate with their chronological age (approximately six years) or grade level, enabling them to use and understand the vocabulary required for achieving first grade academic

skills. Herbert Grover, State Superintendent, Department of Education (1987) writes, "Print literacy relies upon an oral language base, . . All students need a variety of rich experiences and background information and vocabulary development to help them construct meaning from text for a variety of purposes" (p. 4). The target school is an inner city school with a multicultural enrollment; Hispanic, Anglo, Native American, Black, and Asian. Kirk (1978) refers to the inner city child as being language different. In Teaching Reading to Slow and Disabled Readers Kirk discusses students who have a primary language other than English in conjunction with the students who live in the inner city:

> Children who live in the inner city or in a rural area have dialect differences. . . Children who live in an environment in which a foreign language prevails may have a bilingual problem. In both cases the language spoken in their native environment differs from the language of the school. This difference seems to be a serious problem that interferes with learning to read. (p. 21).

Lerner (1971) is of the opinion that inner city children have a language difference rather than a language deficiency; she includes vocabulary as part of the language difference:

> The language of the inner-city child is significantly different from the standard English spoken by middle-class children. Differences have been noted in vocabulary, dialect, and grammatical structures. . . the language of the inner-city child is a 'restricted code', and this limitation impedes further learning. . . the child is not verbally equipped for the kind of language proficiency required in the classroom. (p. 145).

According to Lerner and Kirk the vocabulary acquired in the preschool years by the students enrolled in the transitional first grade class at the target site is sufficient for the home and environment, but their learned vocabulary is not effective for acquiring the necessary skills to enter first grade. These students did not appear to have the necessary vocabularies for first grade academic success. Immature vocabularies were evidenced by student inability to master a minimum of 75% of the 23 Kindergarten Reading Skills plus scoring above 70% on the Brigance K & 1 Screen for Kindergarten & First Grade. Word knowledge (receptive & expressive) was an essential skill for successfully completing a majority of the items on both instruments. The researcher was of the opinion that transitional first grade students at the target school could realize measured vocabulary growth by

providing a daily program of planned vocabulary development activities. Thus a need existed for:

1.) Measuring the vocabulary ages of the students in the transitional first grade class prior to the implementation of a vocabulary development program;

2.) developing and implementing a vocabulary development program; and

3.) measuring vocabulary ages at the conclusion of the vocabulary development program to determine if the vocabulary development program did benefit the students in the transitional first grade class at the target school.

The purpose of the practicum thus became one of designing, developing, and implementing a program to improve the oral vocabularies of students in the transitional first grade class at the target school in the 1987-88 school year.

Immediately prior to the implementation of the vocabulary development program the researcher did administer a norm referenced vocabulary test to determine the vocabulary age of each student in the transitional first grade class. Within a week after the conclusion of the 12 week vocabulary development program the researcher administered the same norm referenced test to those

students who continued on the transitional first grade attendance rolls throughout the 12 week implementation period. It was anticipated that the students in the transitional first grade program would average three months growth in vocabulary development as measured by the norm referenced vocabulary test when evaluated at the conclusion of the vocabulary development program.

CHAPTER II

RESEARCH

The review of the literature began with a search of the needs of students in kindergarten-first grade transitional programs and of inner city, culturally different students. Two studies, (O'Daly & others, 1964) and McGlauchlin, (1981) cite the need for providing language and language-related activities to students in prefirst grade levels to enable the students to experience reading success. Kavale (1980) notes that the world of the culturally economic disadvantaged child tends to be a more physical, thing oriented, and non-verbal as compared to the "more abstract, symbolic 'idea orientated' verbal style of the middle class child." (p. 101). Padilla (presenter, Arizona Association for Children with Learning Disabilities Conference, Oct. 12, 1984) discussed the assessment of bilingual learning disabled students. Padilla stated most culturally different (Mexican/American) families are not academically orientated. According to Padilla some culturally different families are not academically orientated because; the family does not read to the preschool age children, paper/pencil and crayon tasks are not presented, and traditionally these families do not discuss what happened at school when the child/children

return(s) home from school. Ortiz (presenter, Association for Children with Learning Disabilities [ACLD] Conference, February 27, 1987) stated language development activities are lacking in the regular education programs although adequate language development is necessary for academic success. O'Brien (1983) concurs with Ortiz.

In the article "The Spontaneous Oral Vocabulary of Children in Grade I" Hopkins (1979) expresses a concern that the word count (vocabulary) studies of students in the primary grades are minimal and outdated. Hopkins was seeking a relationship between oral vocabularies and reading lists. Hopkins found only five word count studies of kindergarten through third grade students dated from 1928-1975 when reviewing the literature. Only middle-class students participated in four of five studies. The fifth study, conducted in 1973, analyzed ". . . words used by 80 black disadvantaged children in Headstart programs, Kindergarten, and Grade I." (p. 241). Hopkins is of the opinion the results of the Headstart-Grade I study are questionable because the researcher included mispronounced words in the study "rather than following the procedure used in prior oral vocabulary studies or recording words in traditional orthography." (p. 241). Hopkins did not reveal the

findings of the articles reviewed.

Perhaps studies of oral vocabularies are limited because within the past three decades the focus on language development has changed. Launer and Lahey (1981) reviewed language assessment from the 1950's until the beginning of the 1980's. Launer and Lahey found that in the late 1950's language assessment focused on vocabulary development. Two norm referenced tests were available at that time; both tests measured receptive vocabulary. The tests were the Full-Range Picture Vocabulary Test (Ammons & Ammons, 1948) and the Peabody Picture Vocabulary Test (PPVT) Dunn (1959).

In the 1960's the number of language norm referenced tests increased. During this decade the focus shifted to syntax (sentence structure) and morphology (word inflections and derivations). Tests emphasizing expressive language and language comprehension were developed in the 1970's. In the latter half of the 1970's pragmatics (the use of language in an effective and appropriate manner) began receiving the most attention. By the end of the 1970's a blending of the development of syntax, semantics (word meaning), and pragmatics occurred. According to Launer and Lahey the Full-Range Picture Vocabulary Test and the PPVT continued to be the only norm referenced receptive

vocabulary tests on the market through 1980.

Studies discussing vocabulary development and the measurement of expressive or receptive vocabulary growth as a result of vocabulary development programs among inner city kindergarten-first grades appear to be extremely limited. Rohwer and Ammon (1971) commented about the amount of activity occurring in vocabulary development, but "very little is known about the differential effects produced by specific types of early language training." (p. 43).

In "Developmental Issues in Written Language" (Litowitz, 1981, p. 75) discusses the language development hierarchy; oral reception (listening), oral expression (talking), reading and written expression. System FORE Bagai & Bagai (1979), sequentially presents the language hierarchy. The System FORE packet includes sequentially arranged objectives for language, reading, and mathematics. System FORE dovetails the three major areas according to developmental levels, rather than age or grade levels. Preschool age objectives are a part of the sequenced objectives. System FORE presents six levels of language objectives that a child should acquire prior to the introduction of formal reading instruction. The language sequences include phonology (sound system),

morphology, syntax, and semantics. Some specific types of oral vocabulary items in the initial six levels of language development are; names objects, uses determiners (a, an, the), uses possessives (my, me), can make broad categorizations (animals, food), when presented a picture can name three or four items or the pictured actions, uses adverbs and adjectives including the comparative form, uses auxiliary verbs (is talking, are going), and correctly names most body parts, familiar colors, and two or three coins. The Editors of World Book (1987) published, "Getting Ready for School -- What Kindergarten Teachers Would Like Your Child to Know", as a result of receiving over 3000 responses to their study, World Book School Readiness Skills Study, from kindergarten teachers in the United States and Canada. The editors stated, "The results identify 105 desirable readiness skills that will help young children get off to a good start when school begins." (p. 2). Twenty-one of the 105 listed skills require an oral response, and 24 items require understanding oral directions. Examples of the 21 items requiring student oral responses include, "names primary colors," "Tells the meaning of simple words," "tells the meaning of words heard in a story," "Looks at pictures and tells a story." (p. 12).

Five of the articles researched by the author

suggested using word lists for improving oral vocabularies. A majority of the words in the lists were nouns. Hartley (1968) did not include a word list in the journal article, but reported one-syllable nouns were the most successful for developing the vocabularies of first grade students performing at the prereading level. Speiss (1969) included 1200 first grade students from 27 classes in Albuquerque and Bernalillo, NM, Oddessa, TX, Tempe, AZ, and Tulsa, OK, in a study to improve language skills. Categories of words Speiss used in the Reinforced Reading Readiness Program were; kinesics, plants, body parts, transportation, age, school materials, tools, farm animals, clothing, fruit, and vegetables. Rohwer & Ammon (1971) developed a List of Target Words for Vocabulary Training. The authors selected words from the PPVT, Form B, and some words suggested by the Picture Interview. They categorized the words for their study by food, clothing, parts of the body, kitchen utensils, and vehicles. Janesville, (WI) Joint District #1 (1977) identified ecology words for a language development program for kindergarten through third grade students. Gonzales (1984) developed vocabulary lists, in both the English and Spanish languages, for kindergarten through sixth grade levels. The categories Gonzales selected for the five year old

student are; body parts, clothing, food, communication, school, and transportation. The transportation list for five year olds is quite extensive and has 110 words. Words in the transportation list are divided into three subcategories; land, water, air and related words.

Six of the articles reviewed included methods and activities for teaching vocabulary development. The activities for vocabulary development varied. Sandel (1967), Delano (1977), and Rohwer & Ammons used stories for vocabulary development activities. Delano concluded props, puppets, and flannel boards should be used when telling stories to kindergarten and first grade students. Speiss found it effective to use both auditory and visual vocabulary development activities in order to accommodate the different types of learners. The article, "Language, Ecology, and Families (L.E.A.F.): A Guide to K-3 Language/Ecology Activities," Janesville (WI) Joint District #1 also recommends a variety of activities for the kindergarten program. Janesville vocabulary development activities included nature walks, planting gardens, providing feely boxes, holiday activities, various observation activities, stories, and worksheets.

Both Ortiz and Lasky (presenters at the Association for Children with Learning Disabilities Conference February 26, 1987) recommended that teachers provide

natural and meaningful language development activities for bilingual culturally different students. Lasky cautioned the listeners to avoid repetitious drill because the child/teacher relationship may be ruined. Speiss emphasized the need for tangible reinforcement because a reinforcement that the child can touch helps to maintain a desire to achieve. According to Speiss, "Among culturally divergent children survival and immediate gratifications are the traditional attitudes toward life." (p. 2). Rohwer & Ammon in their study of four and five year old culturally disadvantaged children used stickers for a token reinforcement.

Only two of the studies examined mentioned a daily or weekly time allocation for vocabulary development activities. The Janesville (WI) Joint School District #1 study recommended 20-30 minutes per day per lesson. Some of the kindergarten level ecology units in the Janesville program have one lesson, whereas, other units have between five and ten lessons. Rohwer & Ammon in The Assessment and Improvement of Learning and Language Skills in Four and Five Year Old Culturally Disadvantaged Children Final Report provided 20 minute lessons twice a week for a six week period.

The researcher made a telephone survey of several schools within the district where the curriculum will be

implemented and of two adjacent school districts (both inner city), inquired as to whether oral vocabulary development programs are included in the primary curriculums. None of the schools or districts surveyed are currently providing a planned vocabulary development program in the primary grade classrooms.

As stated in an earlier paragraph the researcher found only a limited number of articles regarding the development of vocabulary, therefore, the number of articles pertaining to methods of measuring vocabulary were also limited. Delano (1977) in a study of the Effects of Story Telling on Language Development prepared three questions for each of three pictures to measure the length of kindergarten and first grade students oral responses. Delano found the method to be effective for measuring vocabulary growth as a result of prestory and poststory telling activity. Rohwer & Ammon reported the culturally disadvantaged four and five year old students in their study scored significantly lower on the PPVT in comparison to the paired associate methods of measurement. The authors used words and pictures, pictures and spoken sentences, and action plus nouns for the paired associate methods. Ortiz cautioned the ACLD audience that limited English speaking children will score lower on the Peabody Picture Vocabulary

Test-Revised (PPVT-R) because limited English speaking children are in the process of acquiring the second language while the primary language continues to be the dominant language.

Launer and Lahey identified specific conditions standardized tests should meet. The conditions identified by the two authors are:

a.) The norms were obtained from a population demographically similar to the child being teated;

b.) test-retest reliability is high;

c.) interexaminer reliability is high;

d.) variability data is reported, (not just a mean score, but a percentile rank or standard deviation appropriate to the age of the child); and

e.) the test is valid (i.e. there is evidence that it does what it says it does, whether that relates to identification, prognosis, or recommendations for intervention). (p. 22).

The researcher further reviewed the literature searching norm referenced tests available for measuring the vocabulary of prefirst grade students. The literature indicates at least five norm referenced vocabulary tests are on the market. The names of the tests were; (a) Peabody Picture Vocabulary Test-Revised, (b) Full-Range Picture Vocabulary Test, (c) Van Alstyne

Picture Vocabulary Test, (d) Expressive One-Word Picture Vocabulary Test, and (e) Receptive One-Word Picture Vocabulary Test.

SOLUTION STRATEGY

The students in the transitional first grade at the target site are not ready for first grade: This was determined through administration of two different assessment instruments. Therefore, these students will receive a year of schooling between kindergarten and first grade. The target site is located in the inner city where the primary language of a majority of the students is other than English. Padilla (presenter, Arizona Association for Children with Learning Disabilities Conference, October 12, 1984) cautioned the audience that families of culturally different, especially Mexican-American students, will direct conversation and activities to topics other than education, and Koval (1980) identified inner city students as being more physical and orientated to objects. Authors Speiss (1969), Rohwer & Ammon (1971), and Gonzales (1984) presented vocabulary lists for improving vocabularies. A majority of the words in the lists were nouns and were presented by categories. Categories listed by the previously identified researchers were; parts of the body, foods, clothing, and vehicles/transportation. Two of the same researchers also included school as a category. In the current

study the researcher presented words related to body parts, actions, food, clothing, school materials, transportation and related words, plants, animals, prepositions, and time concepts. A majority of the words in each of the categories selected by the researcher were nouns that could be introduced to the students simultaneously with objects, or pictures of the objects, which they represented. This method of presentation provided the students the opportunity to associate a word with something tangible rather than an unknown. Oral vocabulary practice was incorporated into action activities, stories, poems, and pictures. A limited number of paper and pencil tasks were included. Usually the vocabulary development activities provided practice for using the new vocabulary in context (i.e., phrases and sentences) because context is a more natural speaking situation than speaking in isolated words. Both Lasky and Ortiz (presenters, Association for Children with Learning Disabilities Conference, February 26 & 27, 1987) stressed the necessity for using a natural approach when teaching language/vocabulary development.

The vocabulary development activities in this study followed a developmental approach; progressing from associating each new word with an object or picture, to talking about three or four objects as separate

entities without the objects or pictures, next progressing to making associations among the words and then categorizing. The researcher observed similar activities presented in language development programs for students with learning disabilities. The researcher also used comparable exercises when teaching students who performed at a prereading level in a resource program for students with learning disabilities. Students in the language development and the resource programs experienced success acquiring new vocabulary. When planning and developing the vocabulary development program for the current study the researcher pooled ideas for the activities from a variety of sources, including the previously identified programs. The planned activities were structured. According to Bigaj and Dinnan (1977) "If low achieving pupils are to be successful in their school experiences, learning activities need to be devised to train them to become successful in manipulating ideas through contrasts in perceiving relationships. . . in conceptualizing, in categorizing, and in generalizing." (p. 211).

O'Brien (1983) writes, "language changes come slowly." (p. 46). We learn to talk by practicing to talk. The researcher was of the opinion the students in the targeted class needed the opportunity to practice the

new words daily rather than implementing a lesser program in order for the "at risk" students to realize vocabulary growth in the 12 weeks of implementation.

Rohwer and Ammon's (1971) study indicated the paired associations were the preferred method for measuring the vocabulary development of four and five year old culturally disadvantaged students in comparison to using the PPVT to measure vocabulary growth. Both Rohwer and Ammon (1971) and Padilla (presenter, Arizona Association for Children with Learning Disabilities Conference, October 14, 1984) cautioned using the PPVT for determining the vocabulary ages of culturally different and culturally disadvantaged students. However, the researcher preferred utilizing a norm referenced test rather than a criterion referenced instrument to measure the vocabulary ages and growth of the participating transitional first grade students because in the author's opinion a criterion referenced measure would be less accurate than a norm referenced measure. Also, it was the author's opinion, as a result of personal past experiences, most younger students in the district where the study was implemented need time to develop a rapport and a feeling of trust with an adult before spontaneous language occurs. In this study the researcher did not have the opportunity to spend time with the students

prior to implementation, therefore, a norm referenced instrument was selected. The Peabody Picture Vocabulary Test-Revised (PPVT-R) was elected as the norm referenced test for this study rather than any one of the other four vocabulary tests previously named because: 1.) The PPVT-R (1981) is a more recent test and included a larger population sample than the Full-Range Picture Vocabulary Test, (Ammons & Ammons 1974); 2.) the author was unable to locate test-retest reliability or validity data for the Van Alstyne Picture Vocabulary Test, the Expressive One-Word Picture Vocabulary Test, or the Receptive One-Word Picture Vocabulary Test; and 3.) the PPVT-R meets most of the test criteria established by Launer and Lahey (1981).

The researcher decided not to use either of the Spanish versions of the Peabody Picture Vocabulary Tests-Revised, Test de Vocabulario en Imagenes Peabody: Adaptacion Espanola (TVIP-E; Dunn, 1986), or the Test de Vocabulario en Imagenes Peabody: Adaptacion Hispanoamericana (TVIP-H; Dunn, Padilla, Lugo, & Dunn, 1986), for pretesting and posttesting the eight limited English speaking students (Spanish is the primary language of these students) because: a.) ". . . no standardization data were obtained on Hispanic-American children residing on the U. S. mainland" (Dunn, 1987,

p. 45); b.) the demographic differences which exist between the current research site and the areas of Madrid, Spain (locale for obtaining TVIP-E standardization data), and Puerto Rico and Mexico City (sites for standardizing the TVIP-H); and c.) the standardization of the PPVT-R included some Hispanic children residing in the Southwestern sector of the United States. It was noted data information in the Peabody Picture Vocabulary Test-Revised Technical Supplement (Robertson and Eisenberg, 1981) does not make reference to the English speaking abilities of the Hispanic children included in the standardization of the PPVT-R.

Form L of the PPVT-R was used rather than Form M because Form L test plates were available at no charge to the researcher. The researcher purchased the individual test forms. The cost of purchasing the entire PPVT-R Kit versus purchasing only the individual test forms would have been approximately six times more than the cost of the individual test forms.

As a result of reviewing available research on vocabulary development, evaluating vocabulary growth, and developing the solution strategy it appears the current study had three unique features. These features are:

1.) Individual vocabulary ages were obtained by

means of the PPVT-R prior to and immediately following the project implementation;

2.) the vocabulary development activities were scheduled to be provided daily; and

3.) the postimplementation evaluation measured the effectiveness of the provided vocabulary development activities.

CHAPTER III

METHOD

Approximately two weeks prior to the implementation of the project the researcher and the teacher of the targeted class met for a preimplementation conference. The researcher's initial intention was to schedule a conference with the building principal, the classroom teacher, and the speech/language teacher, but due to numerous district and building level meetings such a meeting was not feasible. The conference objectives were:

1.) To discuss the purpose, duration, and the delivery of the practicum implementation;
2.) identify the roles and responsibilities of the classroom teacher and the researcher;
3.) clarify the monitoring of the practicum and of the student progress;
4.) determine the beginning date for the vocabulary development program; and
5.) to identify the PPVT-R pretesting and posttesting dates.

The researcher met with the building principal after the teacher/researcher conference to apprise the principal of pertinent decisions made at the earlier conference. The building principal requested a copy of

the vocabulary development lesson plans for the initial two weeks of implementation. The principal's requests for future copies of the lesson plans would depend upon the form and clarity of the daily objectives, activities, and the lesson details. Future copies of the lesson plans were not requested.

The second step of the project was to administer the Peabody Picture Vocabulary Test-Revised to measure the vocabulary ages of the 19 students enrolled in the target transitional first grade class. The PPVT-R was administered on the fourth day of classes (a Friday), and the following Wednesday. Testing each student required between 10 and 15 plus minutes; within the time limits estimated by Dunn & Dunn, coauthors of the PPVT-R (Dunn & Dunn, 1981, p. x). Prior to administering each test the researcher attempted to establish rapport with the student. Frequently the examiner experienced difficulty establishing the basal age, "highest 8 consecutive correct responses" (Dunn & Dunn, 1981, p. 8), for a student because the examiner was not familiar with the children. The examiner also noted a majority of the learners were hesitant prior to making a decision as to which of the four pictures he/she should select for the appropriate PPVT-R item response. Only the student with the highest pretest vocabulary age, as measured by the

PPVT-R, consistently pointed without delay to the picture which he/she thought matched the stimulus word.

Step three was the actual implementation of the vocabulary development activities in the project class. At the preimplementation conference it was decided the researcher would deliver the scripted lesson plans to the teacher, including the accompanying materials, at least six school days prior to lesson presentation. For example; the lessons and materials for the third week of the vocabulary development program were delivered on the Friday morning of the first week of program implementation. Therefore, that day plus the following five days provided six school days for the teacher to become familiar with lesson objectives, lesson scripts and materials, and to make any supplemental preparation for instructional delivery (i.e. getting books from the media center, and/or providing for the integration of the vocabulary words into other instructional activities). Each lesson plan provided the dialogue, activities for rehearsing new vocabulary, and a review of previously introduced words in meaningful context (see two sample lessons in Appendix B).

The classroom teacher provided the daily vocabulary development lessons for a twelve week period--56 lessons. (Due to two one [1] day holidays and a two day

holiday there were 56 lessons instead of 60 lessons in the 12 week time frame.) One hundred four words were introduced in the oral vocabulary program. The words in the lessons were presented according to category (see word list in Appendix C). The categories began with major parts of the body, progressed to lesser body parts, prepositions, clothing, calendar time and school, food, transportation, animals, plants, and classification. Action words were interspersed. The number of lessons for each category varied from five to nine; usually the word count in the set determined the number of lessons for each group of words (see Appendix D for the lesson/category schedule). The maximum number of words introduced in any one day was seven. However, three words were introduced in a majority of the lessons, and new words were not included in any review lesson. Review lessons were usually presented at the end of each two week period, six review lessons. The reviews were provided to give the classroom teacher and the researcher the opportunity to assess each student's acquisition of the words presented in the previous two weeks. For each review the researcher provided the classroom teacher with a sheet which provided spaces to mark the "new vocabulary" words each student spoke spontaneously in the review activity (see Appendix E for copies of the six

review check sheets). At the preimplementation conference the researcher requested the classroom teacher to discuss with the researcher any student(s) experiencing difficulty learning new words. (In this study difficulty learning new words meant learning 50% or less of the words introduced in two consecutive segments.) The researcher planned to modify the activities for any student(s) having difficulty learning the new words. The classroom teacher charted individual progress for only the first and second reviews. All students correctly verbalized 50% or more of the new vocabulary on both reviews, therefore, no modifications were made. Individual student vocabulary acquisition was not assessed for the third through the sixth review due to transitional first grade curriculum instructional activities and various school programs.

The author anticipated each lesson would be approximately fifteen minutes in duration, but the classroom teacher reported a majority of the lessons required 20 minutes or longer for each student group. To facilitate instruction the classroom teacher divided the class into two groups. The groups were established according to English language proficiency; six English speaking and five bilingual (English/Spanish) students comprised one group, and eight limited English

proficient (LEP) students comprised the second group. In the targeted school district students who speak Spanish, or a combination of both English and Spanish, are administered the Language Assessment Scales (LAS) developed by De Avila and Duncan (1981). The LAS was administered to the appropriate transitional first grade students in September 1987. Those students who scored a one (1) on the LAS were identified as limited English proficient (LEP), whereas, those students receiving a score of two (2) or three (3) were identified as bilingual Spanish speaking students. All students participating in the study were; LEP Spanish, bilingual (English/Spanish), or English speaking. A classroom instructional aide provided additional vocabulary instruction to the LEP students. (The classroom teacher and the instructional aide who were assigned to the targeted class are fluent in both the English and Spanish languages.) Daily the classroom teacher wrote the new words on the chalkboard to remind the teacher and the instructional aide of the "words for the day". During vocabulary lessons the students were seated in a group on the floor with the teacher sitting on a low chair in front of the students. The teacher placed the materials close-at-hand to facilitate the instruction. The instructor either hand held the scripted lesson plans or

placed the plans on his/her lap.

With the consent of the classroom teacher the researcher observed the vocabulary development instruction during the initial week of implementation. Additional visitations occurred the third, sixth, seventh, tenth, and twelfth weeks of the program. The researcher had dual reasons for observing the vocabulary development lessons; to be appraised of the delivery techniques and of the students' behavior during the vocabulary lessons. Concerns regarding the teacher's delivery included motivation techniques, the pacing of the vocabulary development activities, and providing adequate time for the students to respond. The researcher's regards pertaining to the students were behavior and attentiveness. (i.e. Were the activities provided at an appropriate level for a majority of the students?) The researcher's intentions were to revise the activities to accommodate the students' needs should it appear the provided activities were inappropriate. During each of the six visits a majority of the students were on task and participating in the instructional activities. On two different occasions two or three students were distracting each other. Each time the teacher requested the students to move to a teacher-specified location to prevent distractions.

The teacher paced the activities to hold the students' attention and continually provided the necessary guided practice. When instructing the limited English proficient (LEP) students the teacher presented the initial instruction in Spanish and then transferred the instruction to English. The classroom teacher consistently provided additional materials and activities to enhance the learning of the new vocabulary for all students throughout the 12 week implementation. Specific examples of additional activities included; forming large geometric shapes with masking tape on the floor, using construction paper geometric shapes for marking days on the calendar, planning and providing a trip to the city zoo, and modeling and providing meaningful practice for the newly acquired vocabulary in daily classroom activities. A specific example of useful application occurred after the word "delivering" was introduced: As papers were dispensed to students the teacher stated, "(student's name) is 'delivering' the papers. What is (student's name) doing?" The students' responses included the word "delivering".

The six visitations also provided the researcher the opportunity to assess and to make generalizations regarding the vocabulary development progress of the entire class. The observer noted: Student responses did

not appear to become spontaneous until the sixth week of implementation; the students had difficulty discriminating between singular and plural formations ("arm/arms"); continued difficulty was experienced by many of the students when it was necessary to verbalize the singular or the plural formation of nouns although objects and/or pictures were provided as visual clues; and, during the final week of implementation many of the students continued to experience difficulty transferring the spatial concepts "over", "under", and "around" from action activities to paper/pencil activities.

The final step of the practicum was the administration of the PPVT-R at the conclusion of the 12 week vocabulary development program. The posttesting occurred the Monday following the final week of program implementation. The final testing time required one hour and fifteen minutes; approximately one-half of the time required for pretesting. Reasons for a shorter PPVT-R posttesting time can be attributed to: 1.) Prior to posttesting the researcher marked each student's pretest basal age on the student's pretesting protocol (the same protocol was used for both testing situations); 2.) student rapport was established during pretesting and the six observations; and, 3.) a majority of the students responded immediately to the test items rather

than hesitating prior to selecting which of the four item pictures matched the stimulus word.

CHAPTER IV

RESULTS

The project evaluation was the administration of the Peabody Picture Vocabulary Test-Revised (PPVT-R), Form L, to the students who were administered the PPVT-R prior to the implementation of the daily oral vocabulary development activities and whose names remained on the targeted transitional first grade class enrollment list continuously throughout the duration of the 12 week program. (If a student is absent ten or more consecutive days in the targeted school district the student's name is withdrawn from the class roll and the student must reenroll prior to attending classes.) The names of the 19 students who were administered the PPVT-R pretest remained on the class roll throughout the 12 week program. (The continuous enrollment of these 19 students throughout the practicum implementation was rather unusual in a school where the turnover rate averaged 75% the previous school year.) It was anticipated the participating students would average three months growth in vocabulary age as measured by the PPVT-R.

The researcher used the following process to determine if the students' vocabulary progressed as projected. The raw scores of the PPVT-R pretest and the PPVT-R posttest were converted to age equivalents. The

age equivalents are measured in years and months as shown in Table 4 (p. 127) of the PPVT-R Manual. The pretest and the posttest age equivalents (years and months) of each student tested are identified in Table 1.

Individual vocabulary development growth as measured by the Peabody Picture Vocabulary Test-Revised is written in months. To determine the individual student growth the researcher:

1.) Subtracted each student's pretest age from his/her posttest age score;

2.) totaled the number of months growth (201 months) of all participating students; and,

3.) divided the total by 19 (the number of students participating in the study) to determine the individual average growth among the 19 students in the three month (12 week) vocabulary development program.

According to the Peabody Picture Vocabulary Test-Revised, Form L pretest scores, the receptive vocabulary ages of the 19 students in the targeted transitional first grade class ranged from two years and zero months to five years and four months prior to the implementation of the vocabulary development program in September 1987. At the conclusion of the 12 week

Table 1

INDICATED VOCABULARY GROWTH AS MEASURED BY THE PPVT-R

PRETEST & POSTTEST SCORES

STUDENT	PRETEST	POSTTEST	GROWTH
(LEP Students)			
A	2-6	3-5	+11
B	2-0	2-5	+ 5
C	3-1	4-6	+17
D	2-2	2-5	+ 3
E	2-10	3-5	+ 7
F	2-2	2-5	+ 3
G	3-1	3-8	+ 7
H	2-9	3-6	+ 9
(Bilingual students)			
A	3-8	4-6	+10
B	3-9	4-8	+11
C	4-4	5-6	+14
D	3-5	4-5	+12
E	2-8	4-6	+22
(English spkg. students)			
A	5-4	6-8	+16
B	4-5	5-5	+12
C	4-6	5-5	+11
D	3-5	4-9	+16
F	3-8	4-4	+ 8
G	4-11	6-3	+16

vocabulary development program, a series of 56 daily lessons with each lesson approximately 20 minutes in length, the receptive vocabulary ages of the participating students extended from two years and five months to six years and eight months as measured by the PPVT-R. The pretest and posttest scores indicate the students in the targeted class averaged 10.6 months, or 11 months, growth in receptive vocabulary. The measured growth of 11 months exceeds the projected vocabulary age growth by eight months.

The individual measured growth of the 19 students varied from three months to 22 months. Students are identified by a letter of the alphabet under each heading. (A letter of the alphabet was assigned to each student for identification purposes after arranging student names in alphabetical order according to surname.) Student "D" in the LEP group indicated the least growth among the 19 participating students. In a postimplementation conference with the classroom teacher the teacher reported Student "D" appeared to be capable, cooperative, and the student's attendance record was excellent throughout the program. At the same conference attendance records of all students were reviewed. Students who were absent four or more days during the 12 week vocabulary development program were; LEP "E" and

"F", Bilingual "D", and English speaking "E" and "G".

The researcher divided the class members into three language groups when listing participants because the classroom teacher identified the students accordingly for the daily vocabulary development instruction. Language groups among the students in the targeted class were; 1.) predominently Spanish with limited English proficiency (LEP), 2.) a combination of English and Spanish (bilingual), and 3.) English. An analysis of the vocabulary growth within each group indicates the students in the limited English proficient (LEP) group averaged 7.8 months growth, students in the bilingual group averaged 13.8 months growth, and the English speaking students averaged 13.1 months in receptive vocabulary growth. The researcher requests the reader to focus his/her attention to the Peabody Picture Vocabulary Test-Revised pretest and posttest ages of the participating students. The targeted students are in the transitional first grade class because after completing kindergarten they were not ready for first grade academics. The pretest PPVT-R scores of the 19 transitional first grade students participating in this study indicate these students have receptive vocabulary ages equivalent to children ranging from two years and

zero months to five years and four months; vocabulary ages which do not correlate to the chronological age of a child who has completed a year of kindergarten. (In the state where the study was conducted students entering kindergarten must have reached their fifth birthday by September 1; except in special cases when it is to the benefit of the child to enter at an earlier age.) The students in the transitional first grade had vocabulary ages far below the vocabulary ability necessary for first grade academic success prior to the initiation of the vocabulary development program. (According to a study by Arnold [1974] there is a correlation between the Peabody Picture Vocabulary Test scores and the language, reading and word knowledge subtests of the Metropolitan Achievement Tests.) At the conclusion of the program the PPVT-R posttest scores indicate only two students had receptive vocabulary ages commensorate with students who are of approximate first grade age. Thus, according to the results of this study the students in the transitional first grade did not have vocabularies adequate for grade level academic achievement: Vocabulary growth was realized during the development program. However, with an expansion of a similar vocabulary curriculum the students who participated in this study could develop vocabulary ages that are

commensorate with their chronologocial ages, six plus years, and give these learners the potential for meeting the district goal of grade level academic performance.

CHAPTER V

RECOMMENDATIONS

Specific recommendations as a result of the oral vocabulary development program in a transitional first grade class are:

1.) To initiate the vocabulary development activities in the kindergarten curriculum and continue the vocabulary activities into the transitional first grade;

2.) to chart student progress when the review lessons are presented;

3.) to extend a majority of the lessons over a two day period for students who experience difficulty learning the new vocabulary; and,

4.) to consider referring those students who indicate limited vocabulary growth after participating in an intensive vocabulary development program to the speech/language teacher.

The researcher did share the results of the vocabulary development program with appropriate district administrative personnel. One administrator expressed concerns regarding the low vocabulary ages of the students in the targeted transitional first grade; but was not convinced the targeted students' vocabularies improved as a result of the implemented program.

At the same time another administrator expressed an interest in the results of the vocabulary study and the corresponding curriculum. At the present time efforts are being made to implement the oral vocabulary curriculum, with some modifications, in the transitional first grades throughout the district in the 1988-89 school year.

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According to this study beginning reading vocabularies should be based on the words students use in their daily oral vocabularies. The article includes a rank ordered list of "High Frequency Words in the Oral Vocabulary of Children in Grade I". The list contains 250 words.

Launer, P. B., & Lahey, M. (1981). Passages: From the fifties to the eighties. TOPICS IN LEARNING DISORDERS, 1, 11-29.

The authors inform the reader of changes which have occurred in research studies of childrens' and adults' language development. These changes occurred between the late 1950's and the beginning 1980's. According to the authors the differences transpired in the scope (from vocabulary to morphology and syntax) of language assessment, methods in obtaining information for language research, and types of recommendations.

Litowitz, B. E. (1981). Developmental issues in written language. TOPICS IN LANGUAGE DISORDERS, 1, 73-89.

The author presents a detailed description of; 1.) the complexity of the writing process, 2.) the language hierarchy (listening, oral language [talking], reading, and writing), 3.) the relationship of writing to the author's listening, talking, and reading (including vocabulary developmnet) language abilities. The author distinguishes among the variations of social and inner language patterns, and the effect of each language pattern upon written language.

BOOKS

O'Brien, M. A. (1983). Teaching the language-different child to read. Tucson: Communication Skill Builders.

The author introduces the reader to the language and speech developmental patterns of Mexican/American and Black students; then proceeds to discuss how the language development patterns of each culture affect learning to read. O'Brien explains why the traditional reading approaches usually are not effective for teaching these minority children to read; it is due to their differences in acquiring language. Methods for teaching basic reading skills to these culturally different students are presented in an outlined form.

Technical and Research Reports

Delano, J. S. (1977). Effects of storytelling on language development. (ERIC Document Reproduction Service No. ED 168 674).

A comparative study informing the reader of the positive effects of story telling activities and vocabulary development. First grade students attending two schools participated in a study which was initiated at the beginning of the school year and terminated the following spring. Students attending one of the schools were eligible for Elementary & Secondary Education Act Title I programs, but students attending the second school were not eligible for ESEA Title I monies. Findings indicate Title I students made a greater gain in vocabulary and sentence usage than the non Title I students.

Gonzales, P. C. (1984). Vocabulary for the Spanish-English bilingual program, grades K-6. Dallas, TX: Evaluation, Dissemination and Assessment Center. (ERIC Document ReEproduction Service No. ED 257 309).

Thes article provides an extensive categorical vocabulary list for kindergarten through the sixth grades. The lists are presented in both the English and

the Spanish languages. Vocabulary building activities for each grade level are included. Gonzales suggests using the vocabulary lists for an informal measure of vocabulary growth.

Language, ecology, and families (l.e.a.f.): A guide to K-3 language/ecology activities. (1977). Washington, DC: Bureau of School Systems (DHEW/DE). (ERIC Document Reproduction Service No. ED 149 843).

The project report provided activities for; 1.) developing students' awareness of ecology, and 2.) developing vocabulary. The paper recommends only oral language activities for kindergarten students: Whereas, oral language exercises are combined with written language activities for the first through the third grade levels.

Speiss, M. (1969). SWCEL reinforced reading readiness program. The application of classroom management with reading readiness and related entry skills. Albuquerque, NM: Southwestern Cooperative Educational Laboratory. (ERIC Document Reproduction Service No. ED 040 009).

Twelve hundred culturally different first graders in three southwestern states participated in the project's vocabulary development program. In this study tangible

reinforcements were used with the vocabulary development activities to promote a desire among the target students to achieve academically. The researcher reports immediate gratification is a traditional attitude among the culturally different participants.

APPENDIX A

READING SKILLS PROGRAM STRUCTURE

Usually students who are placed in the transitional first grades in the district of implementation have mastered between 25% and 75% of the 23 minimal reading skills at a level less than 75% proficiency.

APPENDIX A

READING SKILLS PROGRAM STRUCTURE

KINDERGARTEN

FORM B

In order to be promoted to First Grade, the student must master the minimal skills at 75% level of proficiency.

	1986-87	1987-88
Minimal	75%	75%

Minimal - 23 skills

1.	IDENTIFY PICTURES FROM SIMPLE SENTENCES	1	2	3	4
2.	IDENTICAL SHAPES	5	6	7	8
3.	IDENTICAL INDIVIDUAL LETTERS	9	10	11	12
4.	IDENTICAL GROUPS OF LETTERS	13	14	15	16
5.	MATCHING UPPER AND LOWER CASE LETTERS	17	18	19	20
6.	SPECIFIC ALPHABET LETTERS/UPPER CASE	21	22	23	24
7.	SPECIFIC ALPHABET LETTERS/LOWER CASE	25	26	27	28
8.	PICTURE NAMES THAT RHYME	29	30	31	32
9.	PICTURE NAMES WITH SAME BEGINNING SOUNDS	33	34	35	36
10.	PICTURE NAMES WITH SAME ENDING SOUNDS	37	38	39	40
11.	BEGINNING SOUNDS OF WORDS	41	42	43	44
12.	ENDING SOUNDS OF WORDS	45	46	47	48
13.	CLASSIFICATION OF OBJECTS	49	50	51	52
14.	COMPARISON OF OBJECTS	53	54	55	56
15.	DIRECTIONALITY TERMS/SPATIAL TERMS	57	58	59	60
16.	SEQUENCE OF EVENTS IN PICTURES	61	62	63	64
17.	GEOMETRIC SHAPES	65	66	67	68
18.	SIZE TERMS	69	70	71	72
19.	SETS WITH MORE-LESS/COMPARING SETS	73	74	75	76
20.	EQUIVALENT SETS	77	78	79	80
21.	NUMERAL RECOGNITION 0-4	81	82	83	84
22.	NUMERAL RECOGNITION 5-9	85	86	87	88
23.	CARDINAL NUMBER OF SETS	89	90	91	92

APPENDIX B

TWO SAMPLE LESSONS
FROM THE VOCABULARY DEVELOPMENT PROGRAM

The author has applied for a copyright of the vocabulary development program lessons. To obtain further information write: VOCABULARY DEVELOPMENT, P.O. Box 32970, Phoenix, AZ 85064. Include a stamped, self-addressed envelope with any requests for information.

Lesson 17 (Clothing)

OBJECTIVES: 1. Introduce "shoes" "socks" "shirt" "blouse" "skirt" "pants" & "tying".
2. Review "yesterday" "today" & "tomorrow".

MATERIALS: Individual student calendars and pencils, articles of clothing--shoes, socks, shirt, blouse, skirt, and pants.

ACTIVITIES: 1. Write the day's date on the master (teacher) calendar. Talk about "today", the weather "today", what we will do "today" and what we are wearing "today". Give the students ample opportunity to use "today" in conversation, and have them write the date on their personal calendars.

2. Have students point to "yesterday" on their calendars. Simultaneously the instructor will point to "yesterday" on the master calendar. As a group discuss some of "yesterday's" events.

3. Instructor and students simultaneously point to the space for "tomorrow". Also, discuss that "tomorrow" another number will be written on the calendars.

4. Hold up each article of clothing and name each article as it is presented. Discuss each piece. Involve students in the discussion. Have them observe and identify any students who are wearing a "skirt", "blouse", "pants", or "socks". Stimulate discussion as to who wears these items, i.e. men, women, adults, and/or children.

5. Introduce "tying". Examine if shoes worn by any of the students have shoe laces and discuss what the students do after putting each shoe on his/her feet. Talk about "tying" the shoe laces. Request a student to tie his/her shoe laces. While the action is occurring model , "_____ **is 'tying' his/her shoe laces."** Provide opportunities for the students to practice using the word "tying".

(For an extended vocabulary activity the words "same" and "different" can be incorporated into the clothing category. Some opportunies for using the word "same" are socks and shoes, but two dresses may be "different", and a dress and a shirt are "different".

NOTES & COMMENTS:

Lesson 33 (Foods)

OBJECTIVES: 1. Introduce "beverages".
2. Review "foods".
3. Review weather concepts.
4. Review action words.

MATERIALS: Calendars, weather folders, milk cartons and pictures of beverages, plastic knife, fork, and spoon, magazines for cutting out "food" pictures, newsprint paper for making "food" books, scissors, and paste.

ACTIVITIES: 1. Calendar and weather activities. Include the words "morning", "afternoon", and "night" in conjunction with the weather conversation. Discuss if there is a difference in the weather at different times of the day.

2. Review activity. Ask the students what we call the items we eat (food). Then reverse the question and ask them what we do with "food". Next have the students name the two food groups they experienced eating the previous days. (The students should name "vegetables" and "fruits". Prompt as necessary to elicit the desired responses. (The students need practice saying these words.)

3. Present the milk carton. Discuss what comes in the carton. Ask if we eat or drink the milk. Have the students name other beverages they drink. Display the plastic knife, fork, and spoon. Inquire if we use any of these three items for "beverages". Explain to the students the foods that we drink are "beverages". Have the students practice saying "beverages" in meaningful text and prompt discussion about drinking "beverages". Then ask the students to identify foods that are eaten with a knife, a fork, and a spoon. (Some students will associate a spoon with certain "beverages"; that's ok.) Ask the students to name other "beverages". Again ask them what we call the foods that we drink.

4. Inform the students they will be making "Food Books". Inquire if they remember the other book they made. Ask questions about the pictures they pasted in their book. (The students should use the words "clothing" and identify specific articles of "clothing".) Demonstrate and give the directions for folding the books, and direct the students to begin searching for "food" pictures. Encourage them to divide the "food" pictures by category.

(Request the students to keep their clothing, food, and any other books they make at school.)

NOTES & COMMENTS:

APPENDIX C

VOCABULARY LIST

A list of the 104 words introduced in the 56 vocabulary development lessons are presented by category in Appendix C.

One hundred four word vocabulary list
(by category)

Parts of the Body
ankle
back of the body
elbow
front of body
knee
neck
patting
shoulder
sides
stretching
thumb
wrist

Prepositions
around
behind
in
in back of
in front of
off
on
out
over
under

Shapes
circle
square
triangle

Calendar Concepts
today
tomorrow
yesterday

Clothing & Related
belt
blouse
diving
dress
jacket
pants
robe
shirt

(Clothing con't.)
shoes
skirt
socks
sweater
swimsuit
tying
underwear

School & Related
afternoon
awarding
bandage
closet
decorate
delivering
dripping
envelope
faucet
fence
group
hook
measuring
morning
night
net
nurse
pasting
principal
ruler
secretary
social worker
surprise
tearing

Foods
beverages
fruits
meats
vegetables

(Vocabulary list con't.)

Transportation & Related
accident
airplane
bicycle
boat
bus
car
helicopter
mechanic
motorcyle
parachute
pedal
sailboat
signal light
tire
train
tractor
tricycle
truck

Animals & Related
bark
cage
claws
feathers
furry
nest
penguin
snake

Plants & Related
flowers
forest
leaves
plant
roots
stem
vase

APPENDIX D

LESSON SCHEDULE

The calendar schedule of the number of lessons in each category are presented in Appendix D.

Lesson Schedule

SEPTEMBER 1987

Mon	Tues	Wed	Thurs	Fri
21 Body -	22 - - -	23 - - -	24 - - -	25 - - -
28 Body &	29 Actions	30 - - -		

OCTOBER 1987

Mon	Tues	Wed	Thurs	Fri
			1 - - -	2 Review
5 Prepos-	6 tions -	7 - - -	8 - - -	9 - - -
12 Clothing	13 & Time	14 (Calen-	15 dar) - -	16 Review
19 School	20 & Related	21 -	22 - - -	23 - - -
26 Sch. &	27 Related	28 (Con't)	29 Review	30 X

NOVEMBER 1987

Mon	Tues	Wed	Thurs	Fri
2 Food	3 - - -	4 - - -	5 - - -	6 - - -
9 - - -	10 Transpor- tation	11 X	12 - - -	13 - - -
16 (Trans. Con't	17 - - -	18 - - -	19 Animals	20 - - -
23 (Animals cont.	24 - - -	25 Review	26 X	27 X
30 Plants				

DECEMBER 1987

Mon	Tues	Wed	Thurs	Fri
	1 - - -	2 - - -	3 - - -	4. Classifi- cation
7 (Classi- Cont.	8 fication	9 Concepts) -	10 - - - -	11 Review

APPENDIX E

VOCABULARY REVIEW LISTS

The six vocabulary review checksheets are provided in Appendix E. Spaces are provided to mark the words each student learned in the previous increment.

Review #1 (Lessons #1 - #9)

X Student names body part or action w/o delay.

Words / Students	Ankle	Back of Body	Elbow	Front of Body	Knee	Neck	Shoulder	Sides	Thumb	Wrist	Patting	Stretch	Over	Under

Review # 2a (Lessons #11 - #19)

x Student orally labels picture/object/action w/o delay.

Words / Student	circle ○	square □	triangle △	in	on	over	under	out	behind	off	in back of	in front of	around	

Review #2b (Lessons #11-#19)

x Student orally labels picture/object/action w/o delay.

Words / Student	yesterday	today	tomorrow	trying	diving	shoes	socks	skirt	blouse	skirt	pants	dress	sweater	belt	swimsuit	underwear	jacket	robe	envelope

Review #3a (Lessons #21 - #29)

x Student orally labels picture/object/action w/o delay.

Words / Student	surprise	bandage	Principal	secretary	nurse	social worker	ruler	measuring	fence	net	group	morning	afternoon	tearing	awarding

Review #3b (Lessons #21 - #28)

x Student orally labels picture/object/action w/o delay.

Words / Student	closet	faucet	trip-ping	de-liver-ing	Past-ing	hook	decor-ate	night						

Review #4 (Lessons #30 - #37)

x Student orally labels picture/object/action w/o delay.

Words / Student	Vege-tables	Fruits	Beverage	Meats	Bus	Airplane	Car	Truck	Tire	Heli-copter	Para-chute	Train	Mechan-ic	

Review #5 (Lessons #39 - #45)

x Student orally labels picture/object/action w/o delay.

Words / Student	motor-cycle	tri-cycle	bicy-cle	tractor	pedal	signal light	acci-dent	boat	sail-boat	bark	furry	snake	feathers	claws	cage	nest	penguin

Review #6 (Lessons #47-#55)

x Student orally labels picture/object/action w/o delay.

Words / Student	Plant (s)	Stem	Leaves	Roots	Flower (s)	Vase	Forest							

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